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ABSTRACT

The final report traces the history and accomplishments of the Home Learning Center (HLC), a program housed at Ball State University for hearing impaired infants and toddlers (0 to 3 years old) and their parents. HLC offers a center based program in which parents learn how to enhance their child's development. Interdepartmental cooperation within the university is part of the program along with integration of some of the older children with normally hearing toddlers. The report summarizes the HLC's development, its outreach rationale, and its outreach objectives and accomplishments. Accomplishments include indices of products development/distribution, awareness, inservice and preservice training, and state involvement/coordination. Among 10 appendixes are lists of HLC inservice topics and network sources for HLC newsbriefs. (CL)

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HOME LEARNING CENTER
FOR HEARING IMPAIRED CHILDREN

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FINAL REPORT

of

Home Learning Center Outreach Project
1978-81

Project No.: 5-45336
Grant No.: 02-G007801639

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U.S. DEPARTMENT OF EDUCATION
Office of Special Education

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Acknowledgements

The project summarized in this report represented a very formidable undertaking. The HLC staff is extremely appreciative of the excellent cooperation they received from the many state and public school administrators/supervisors and teachers they have had the opportunity to work with during these past three years. Also, a special thanks is due preschool agency personnel who responded so favorably to HLC intervention procedures and training efforts.

ABSTRACT

HOME LEARNING CENTER FOR HEARING IMPAIRED CHILDREN OF 0 TO 3 YEARS, AND THEIR PARENTS

Department of Special Education, Ball State University, Muncie, Indiana

The program is comprised of three essential elements: early childhood education for hearing impaired children and their parents; integration of hearing impaired children with their hearing peers; and the provision of demonstration and training services for present and prospective teachers of the hearing impaired.

The Home Learning Center has been established to serve hearing impaired children, 0 to 3 years of age, and their families. Certainly the most significant development in the education of hearing impaired children in the last decade has been a growing awareness of the importance of the early identification of hearing impaired infants and the establishment of supportive educational programs for their parents.

Since the basic foundations for future language are established during the first two years of life, we intervene during this "critical" period and teach parents how to teach their child language by demonstrating to them how they can "feed in" language in the course of daily activities in the home. Since parents are often in trauma after learning of their child's handicap, there is also a necessity for counseling in the affective domain. This need is met by the staff of the Home Learning Center, along with continuing activities to help the parents and other family members learn about and cope with their child's handicapping condition.

Home Learning Center activities take place in a house provided by the University. Parents and children come to the Home Learning Center once a week for one-hour sessions in a home-like setting. With the help of a Parent Advisor, plans plan and practice activities they will then carry out

during the remainder of the week at home with their child. Parents learn how to utilize a child's daily routine to enhance the child's use of his residual hearing and to foster language development.

The staff of the Home Learning Center works to create a warm, supportive relationship with parents. Mothers' Meetings are planned to be supportive in sharing mutual problems. Parents' Meetings are primarily educational, utilizing community resources for speakers. Fathers' Meetings are organized as work sessions, allowing fathers to express feelings and concerns while constructing projects for the Home Learning Center. Whenever parents meet together, they automatically provide each other with mutual support; a therapeutic process encouraged and facilitated by the Home Learning Center staff.

The program also included interdepartmental cooperation within the University and specifically Elementary Education and Speech Pathology and Audiology. Cooperation with the Department of Speech Pathology and Audiology has been enhanced by the participation of the Home Learning Center's Pediatric Audiologist in the proviaion of diagnostic and prescriptive services for young hearing impaired children.

An innovative component of the program is the integration of hearing impaired children, 1½ to 3 years, with hearing children in LELT, the Language Enrichment Laboratory for Toddlers, administered by the Department of Elementary Education. Teacher training students are provided with opportunities to observe and/or participate in activities involving the children in the Home Learning Center, the Audiology Clinic, and the Language Enrichment Laboratory for Toddlers.

Video tapes are made of parent-child interaction in Home Learning Center sessions and video tapes of child-child interaction in the integrated LELT sessions. Video tapes of Home Learning Center sessions provide parents with the opportunity to analyze and improve their performance as language models for their child in a non-critical atmosphere. Video tapes are also utilized as audiovisual aids for training and dissemination activities.

HLC materials, inservice activities and guidelines for replication are on-going during the project's outreach phase. These training components continue to impact on the service needs of parents, teachers and support personnel attempting to effect programs for 0 to 8 year-old hearing handicapped children.

HLC Final Report

History of Home Learning Center (HLC). Prior to July 1, 1975 services for preschool hearing impaired children at Ball State University (see Figure 1) consisted of a preschool demonstration class "housing" three to five year old children and a parent conference teacher who was assigned the responsibility for conducting weekly conferences with parents of young hearing impaired children less than three years of age. Both programs followed an oral approach for teaching hearing impaired children speech and language skills. These activities were conducted in an area provided within the Department of Special Education and represented at that time the State of Indiana's total commitment to serving preschool aged hearing impaired children and their parents.

Although the SPCED Demonstration Class and Home Intervention Programs as originally designed appeared to be mildly effective in responding to the needs of preschool hearing impaired children and their parents, they were viewed within the Department as being very inadequate relative to their service impact throughout the state and region. The classroom setting in particular did not lend itself to demonstrating the kinds of activities which naturally occur in the home and can be translated into good language training experience for young hearing impaired children. Consequently, a proposal was submitted to the U.S. Office of Education during Autumn Quarter, 1974 requesting funds to establish a Home Learning Center (HLC) for the purpose of expanding preschool services in the State of Indiana. Approval to implement a demonstration HLC based program at Ball State University was approved by the U.S. Office of Education on April 14, 1975. As proposed, the HLC program comprised three basic intervention components: 1) early

Figure 1. Geographic Location of Ball State University-Home Learning Center

education of hearing impaired children and their parents; 2) integration of hearing impaired children with their hearing peers; and 3) expanded demonstration and training services for regular classroom teachers and prospective teachers of hearing impaired children.

The HLC project demonstration phase was completed on June 30, 1978. Its program outreach phase was begun on July 1, 1978. The HLC Outreach Program model (see Figures 2 and 3) enable project staff to widen the scope of its proposed intervention activities, e.g. include both language delayed and hearing impaired children, and thereby accommodate the needs of preschool hearing handicapped children (HLC children of 0 to 3 years of age and preschool class aged children 3 to 6 years), as well as follow these children into public school settings through second grade (C.A. = 8 years old).

HLC Outreach Rationale. Permissive legislation for implementing special education services to public school aged hearing impaired children (C.A. 6-18 years old) was not legislated in Indiana until 1953. Twenty years later (1973), special education legislation mandating services for school-aged children was effected. Not until after P.L. 94-142 was passed and implemented did Indiana's public schools agree to provide early in-school experiences for youg hearing impaired children (C.A. = 5 years old). The State of Indiana has maintained a posture of non-commitment to only limited commitment for extending services to preschool aged hearing impaired children (below C.A. = 5 years) and their families. This posture prompted HLC staff with assistance from the Department of Special Education to "push" a little harder in an effort to bridge the gap between non-public school agencies who are attempting to accommodate young hearing impaired preschool children and the local public school corporations.

During the 1976-77 school year, the State of Indiana had 66 organized special education cooperatives and/or special education service units. Of these

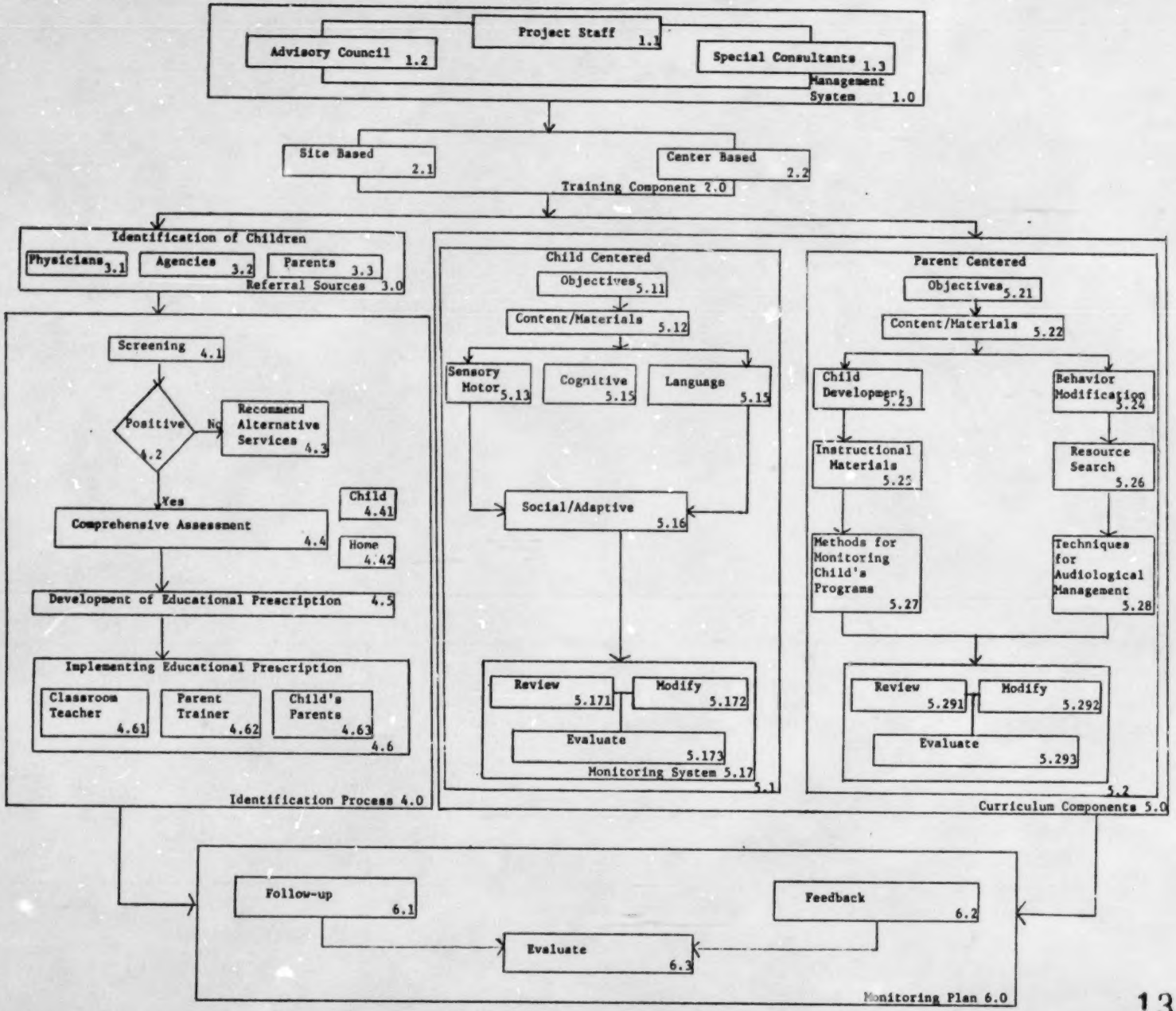

Figure 2. HLC Service Model

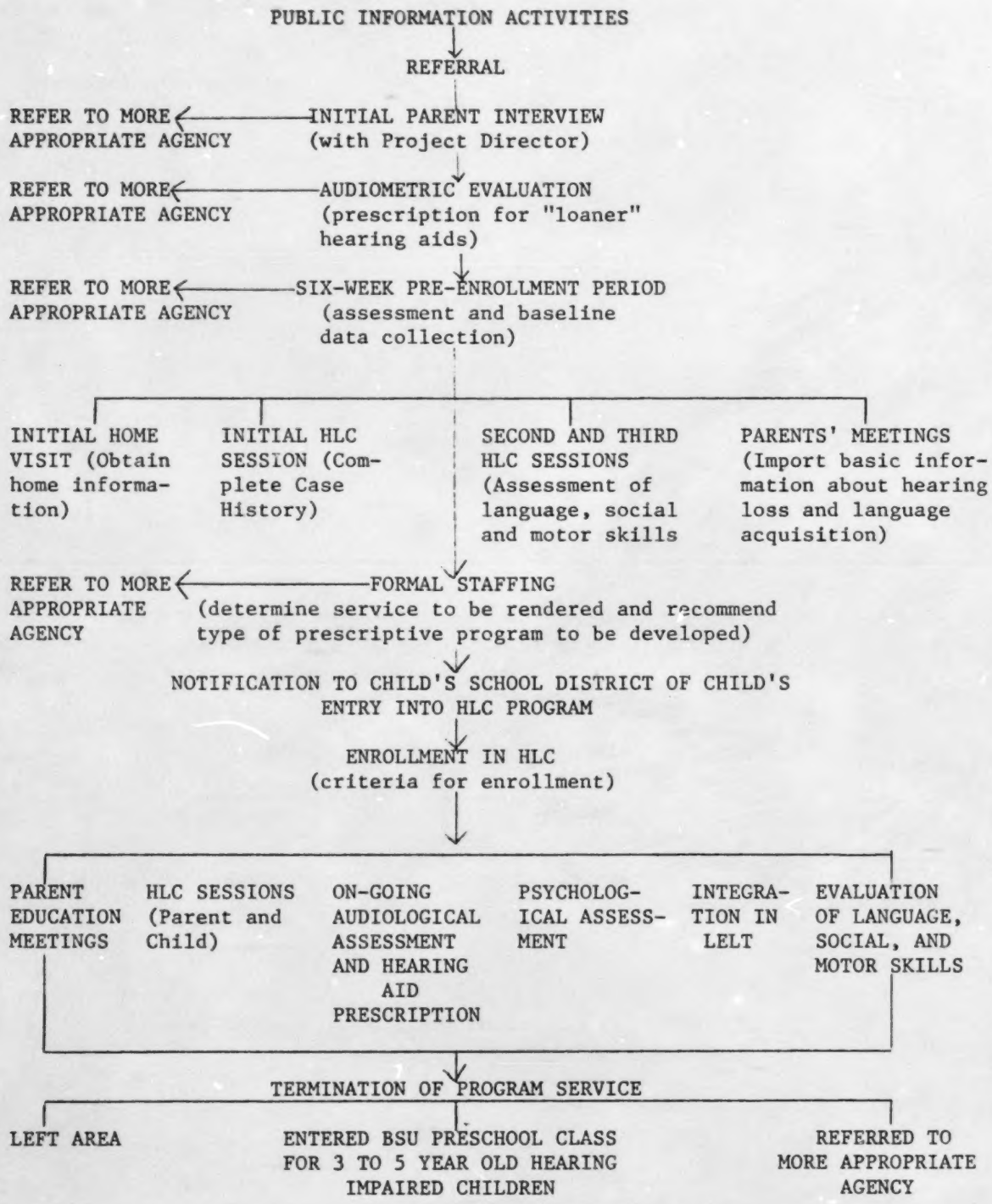
PUBLIC INFORMATION ACTIVITIES
REFERRAL
INITIAL PARENT INTERVIEW (with Project Director)
REFER TO MORE APPROPRIATE AGENCY
AUDIOMETRIC EVALUATION (prescription for "loaner" hearing aids)
REFER TO MORE APPROPRIATE AGENCY
SIX-WEEK PRE-ENROLLMENT PERIOD (assessment and baseline data collection)
REFER TO MORE APPROPRIATE AGENCY
INITIAL HOME VISIT (Obtain home information)
INITIAL HLC SESSION (Complete Case History)
SECOND AND THIRD HLC SESSIONS (Assessment of language, social and motor skills
PARENTS' MEETINGS (Import basic information about hearing loss and language acquisition)
FORMAL STAFFING (determine service to be rendered and recommend type of prescriptive program to be developed)
REFER TO MORE APPROPRIATE AGENCY
NOTIFICATION TO CHILD'S SCHOOL DISTRICT OF CHILD'S ENTRY INTO HLC PROGRAM
ENROLLMENT IN HLC (criteria for enrollment)
PARENT EDUCATION MEETINGS
HLC SESSIONS (Parent and Child)
ON-GOING AUDIOLOGICAL ASSESSMENT AND HEARING AID PRESCRIPTION
PSYCHOLOGICAL ASSESSMENT
INTEGRATION IN LELT
EVALUATION OF LANGUAGE, SOCIAL, AND MOTOR SKILLS
TERMINATION OF PROGRAM SERVICE
LEFT AREA
ENTERED BSU PRESCHOOL CLASS FOR 3 TO 5 YEAR OLD HEARING IMPAIRED CHILDREN
REFERRED TO MORE APPROPRIATE AGENCY

Figure 3. HLC Service Network

cooperatives and/or service units only six provided services for preschool aged hearing impaired children (see Appendix A). The State's incidence figures at that time indicated that nearly 200 preschool aged hearing impaired children were receiving no formalized educational services. This data did not include those young children with decible losses above 70 dB. Consequently, many hearing impaired preschool level children and their parents were in desperate need of specialized services of the nature organized and presented by HLC staff.

HLC Outreach activities were formulated so as to 1) provide local, statewide and regional support to child care providers - parents and agencies - serving hearing handicapped children (C.A. 0-8 years); 2) assist selected agencies to replicate viable HLC service delivery components; 3) conduct statewide and regional dissemination efforts of HLC materials and intervention components, e.g. mailings, loaner library, guest lectures, program demonstrations and on-site workshops; and 4) maintain university based HLC parent training unit (parents of 0 to 3 year-old hearing impaired children). Appropriate monitoring procedures were planned and implemented for each activity scheduled during the period 1978-81.

HLC Outreach Objectives. During HLC's Outreach programming efforts, several general and specific objectives were identified as "bench marks" for guiding each year's proposed activities. General objectives marked the three year focus of the HLC project whereas specific objectives guided the staff's activities on an annual basis.

1. General Objectives for HLC Outreach
    a. Maintain university based HLC demonstration and training unit for serving hearing impaired children (0-5 years old).
    b. Provide home simulated training unit for parents of 0-5 year old hearing impaired children.

c. Provide home simulated preservice training unit for students majoring in secondary, elementary and special education. Also, provide program preparation environment for students in speech pathology and audiology, physical therapy, nursing, pre-med and home economics.

d. Implement statewide network for initiating, expanding and/or enriching services for hearing impaired children 0 to 8 years old.

e. Coordinate with SEA, LEA and community based hospital units a comprehensive awareness/intervention program for improving services for 0 to 5 year old hearing impaired children and their parents.

2. Specific Objectives of HLC Outreach 1978-79

a. The Outreach Staff will demonstrate the ability to create a statewide awareness of the crucial need for preschool programs for hearing impaired children among professionals, paraprofessionals and the general public.

b. The Outreach Staff will demonstrate the ability to provide center-based and site-based Inservice Workshops on the identification, management, and education of the preschool hearing impaired children for LEA's and private agencies leading to replication of the model.

c. The Parent Advisor and HLC Staff will demonstrate the ability to provide training in the areas of: Education for Parenting, Group Therapy for Parents, and Parent Counseling.

d. The Outreach Staff will demonstrate the ability to assist replicating schools in implementing the model program through follow-up Consultation Services.

e. The HLC Staff and the Audiologist, who has had special training in Pediatric Audiology, will demonstrate the ability to provide training in the audiological management of preschool hearing impaired children in the areas of: Infant Screening, Testing, Audiogram Interpretation, Hearing Aid Prescription, Initial Hearing Aid Fitting, and Daily Aid Checks, for both Oral and Total Communication Programs.

f. The Project Director and the HLC Staff will demonstrate the ability to provide training in the areas of: the Language Delayed Child, Language Acquisition, and Speech in the Preschool.

g. The Outreach Staff will demonstrate the ability to develop and disseminate media products about the program to professionals, paraprofessionals, and the general public.

h. The Project Staff will demonstrate the ability to evaluate Outreach activities in terms of the impact of those activities.

3. Specific Objectives of HLC Outreach 1979-80

a. The Outreach Staff will demonstrate the ability to create a statewide awareness of the crucial need for preschool programs for hearing impaired children among professionals, paraprofessionals, and the general public.

1) Professionals

Distribute "Do You Need Inservice Training?" to all Directors of Special Education in Indiana to solicit workshops.

Telephone to secure 10 workshop hosts from public school programs.

Prepare Agenda for Workshops.

Prepare Media Presentations for Inservice Workshops.

a) Video-tapes--prepared a new video tape "Donia--7 Months to 7 Years" in addition to existing video tape, "Observer

Orientation--HLC."

b) Prepare 105 pages of printed passouts for workshops on the following topics:

Program Components
Language Acquisition
Language Delay
Audiological Management
Parent Involvement
Mainstreaming

c) Revised newspaper program summary

d) Trained audiological students and student nurses in method of screening for hearing loss at Well Child Clinic.

2) Medical Profession

Sent letters to 3000 physicians in 48 counties.

Distributed "Can Your Baby Hear?" in all Newborn Packets at Ball Memorial Hospital Nursery.

Planned presentation on newborn screening for medical and nursing students at Ball Hospital

3) Paraprofessionals

Supervised a high school student in volunteer service at the Home Learning Center through Extended Learning Programs in the Muncie Community Schools. Made a presentation to the Extended Learning Class at Numcie Central High School, 11-13-78.

Held conference with the Regional Director for Head Start Programs, 11-13-78, concerning workshops for District Head Start personnel.

Presented proposal to give 10 workshops in 1979-80 at meeting of District Directors of Head Start, 11-28-78.

Involved Ball State University students from Special Education and allied disciplines in orientation and observation activities

with the preschool program. See Appendix L for letters to professors and records of observations and activities.

4) Parents and General Public

Attended IAHIC board meeting in Muncie on 11-11-78 (Indiana Association for Hearing Impaired Children).

Arranging for "Can Your Baby Hear?" to be distributed to members of Pre-natal Classes in Muncie, Indiana.

Sending newspaper program summary to state legislators and inviting them to visit as soon as legislature adjourns.

Screened children for hearing loss at monthly Well Child Clinic.

Parent volunteer arranged for "Letters to the Editors" to be sent by parents of hearing impaired children in our program to 65 newspaper editors in 48 counties in northern Indiana. See Appendix I for sample letter and name and location of papers.

Arranged for newspaper article on preschool programs which appeared in Muncie Evening Press, 11-18-78. See Appendix M for article.

b. The Outreach Staff will demonstrate the ability to provide center-based and site-based Inservice Workshops on the identification, management, and education of the preschool hearing impaired child, for LEA's and private agencies leading to replication of the model. The Parent Advisor and the HLC Staff will demonstrate the ability to provide training in the areas of Education for Parenting, Group Therapy for Parents, and Parent Counseling.

1) Printed materials developed by the Parent Advisor and distributed to the participants for future reference are:

a) Parent Meeting Topics

b) Notebook Topics

c) Headings for Parents' Diary

d) Parent Contract

e) Post Card Meeting Notice

f) Parent's Letter

g) Parent Advisor's Notebook

d. The Outreach Staff will demonstrate the ability to assist replicating schools in implementing the model program through follow-up Project Services.

e. The HLC Staff and the Audiologist, who has had special training in Pediatric Audiology, will demonstrate the ability to provide training in the Audiological Management of preschool hearing impaired children in the areas of: infant screening, infant testing, audiogram interpretation, hearing aid prescriptions, initial hearing aid fittings, and daily hearing aid checks for both Oral and Total Communication Programs.

1) Printed materials developed by the Pediatric Audiologist and distributed to the participants for future reference are:

a) Diagram of the Ear

b) Audiograms

c) Definitions and Explanations for Audiograms

d) Are You Listening?

e) Harness Pattern

f) Things to Look for in Trial Amplification

g) Recognizing a Hearing Problem

h) Hearing in Children: Audiological Behavior Index for Infants

f. The Project Director and the HLC Staff will demonstrate the ability to provide training in areas of: The Language Delayed Child, Language Acquisition, and Speech in the Preschool.

1) Printed materials developed for future reference and distributed by the Project Director were:

a) Receptive/Expressive Language Scale

b) Program Summary

c) The Language Delayed Child

d) Rules of Talking

e) Early Language Acquisition of Hearing and Hearing Impaired

f) Resource Packet for Classroom Teachers on Mainstreaming

g) Role of the Parent of a Mainstreamed Child

h) Foundation Room for Primary Hearing Impaired Children

i) Self-Contained Room for Elementary Hearing Impaired

j) LELT

k) Mainstreaming Hearing Impaired Students at the Junior and Senior High Level

l) "Can Your Baby Hear?"

m) Newspaper Summary

n) Brochure

o) Role of the Resource Teacher for Mainstreamed Students

g. Outreach staff will demonstrate the ability to develop and disseminate media products of the program to professionals, paraprofessionals, and the general public.

1) Video Tapes

a) "Observer Orientation-HLC"---An outline of our program components for preschool hearing impaired children at the University to be used as an orientation for persons wishing to learn more about the program.

b) "Donia--7 Months to 7 Years"---A longitudinal profile of a child with a severe hearing loss identified at the age of 5

months, tracing her progress from the first hearing aid to the first grade.

2) Slide/Cassette Tapes

"Components of the Program for Preschool Hearing Impaired Children." This is a companion tape to the "Observer Orientation" video tape and was developed for use in situations where video tape presentations are impossible because of a lack of equipment.

It is also planned to use this cassette tape in presentations to be made by parents of hearing impaired children throughout the state.

3) Printed Media

a) "Do You Need Inservice Training?" and the Indiana Workshop Flyer were mailed to 1000 professionals in Indiana.

b) The Resource Packet for Classroom Teachers of Mainstreamed Children.

A folder containing six booklets titled:

--The Audiogram

--Guide for Classroom Teachers

--Function of Resource Teacher

--Why Mainstreaming?

--Preschool Program

--Glossary of Terms

c) The Inservice Workshop Training Manual, 107 pages.

--Program Components

--Language Acquisition

--Language Delay

--Audiological Management

--Parent Involvement and Counseling

--Mainstreaming

h. Project Staff will demonstrate the ability to evaluate Outreach activities in terms of the impact of those abilities.

4. Specific Objectives of HLC 1980-81

a. Finalize statewide awareness activities among LEA's, Head Start agencies, and general child care providers.

b. Complete scheduled inservice and workshop training efforts.

c. Follow up on-site HLC replication efforts at South Bend and Ft. Wayne Community School Corporations.

d. Complete final mailings of HLC materials to all interested groups and individuals at the local, state, regional and national levels.

e. Institute procedures for maintaining the HLC philosophy and training components as ongoing training and service components of Ball State University and the State Division of Special Education

f. Establish parent awareness packets of HLC services via information packets presented by hospitals throughout Indiana to all parents of "newborns".

g. Continue workshop training approach to prepare competent child service providers.

In order to achieve these general and specific objectives, the HLC staff established Quarterly guidelines. These guidelines have been included in Appendix B to assist the reader to more fully understand the breadth of intervention planned and accomplished during the three years the HLC was operational.

HLC Outreach Accomplishments. Several very important accomplishments were achieved by the HLC staff during the three years of Outreach Activities. Summary data of these activities have been described in Tables 1-6.

Table 1. Product Development/Distribution

a.	items reproduced by third party and distributed	25*
b.	no. of children receiving direct services via use of selected materials	71*
c.	no. items for which copyright has been obtained	1*

a) items reproduced: 25 Head Start agencies within Indiana have notified HLC staff that their materials are being used with parents and teachers.

b) children served: 2--HLC staff replication sites
1) Ft. Wayne - 28
2) South Bend - 23

c) 16mm films: "The Alternative" designed and distributed to agencies for awareness training of HLC activities

Table 2. Awareness

a.	no. of persons requesting additional information/materials	350*
b.	no. of persons requesting site visits	71*
c.	no. of contacts resulting in state involvement/coordination activities	15*

a-b) reflect only direct contact counts and do not represent 2nd and 3rd generator activities that undoubtedly

Table 3. Stimulating Sites (Inservice)

a.	no. of workshops	124*
b.	no. of conferences	9*
c.	no. of replication	2*

a) workshops: (LEA's, SEA's, Head Start Units, Well Baby Clinics, Developmental Disability Service Centers, Day Care Centers, University student Interest Groups, Medical Interns at Ball Hospital and IU Medical Center, Parents and Sororities

b) conferences: (I-CASE, I-CEC and I-AEYC annual conferences as well as invited presentors at Dayton, Ohio and Cincinnati, Ohio Conferences for Hearing Impaired Children

c) replication sites: (Ft. Wayne and South Bend School Corporations with partial replications at Kokomo, Indianapolis, and Evansville sites in Indiana

Table 4. Training (Preservice)

a.	University based components	2 courses added to curriculum*
	1) practica	preschool experiences @ HLC and Demo class required of Deaf Education majors & SPAA majors (approx. 35 Ss per qtr.
b.	no. of handicapped children served via preservice training	(approx. 180)*
c.	amt. of external funding support	$3600 per annum*
d.	Universities granting degrees in E.C. based outreach efforts	BSU-SPCED Department and Indiana U.-South Bend-SPCED Department

a) University training components: BSU has 2 required courses in Deaf preschool/CDA Training component developed around HLC model

b) no. of handicapped served vis preservice: BSU-SPCED Dept. annually graduates approx. 15 to 18 students majoring in deaf education who are employed as preschool or kindergarten teachers of deaf children. The average class size is 8 to 15 students.

c) external funding: Sororities, tuition and parent gifts provide the HLC with approximately $3000 to $4000 per year.

Table 5. State Involvement/Coordination

a.	state support of area workshops	21*
b.	sites stimulated	41*
c.	positions established-University	1.3*
d.	state network/university network	5*

a) state support: State Director of SPCED and/or E.C. staff participated with HLC staff in 21 area workshops/ conferences

b) sites stimulated: 41 area sites now serving hearing impaired children use portions of HLC materials for staff and parent training

c) university positions: 1 FTE has been added by the Department of SPCED to serve as HLC parent trainer and 1/3 FTE of regular faculty time has been designated to coordinate HLC programming efforts

d) network: University based Departments continuing to support HLC efforts are SPAA, EL ED and SPCED. Support for HLC identification and training has been provided by Indiana School for the Deaf and Indiana School for the Blind

Table 6. Other

a.	new programming efforts:	HLC model has provided SPCED Dept. materials and resources for obtaining funding for CDA training of Head Start parents and teachers (16 qtr. hrs. of coursework has been added in Dept.)
b.	diagnostic/prescriptive procedures:	SPCED HLC and SPAA staff systematically coordinate intake and IEP planning for all identified hearing impaired children 0-8 years old. Indiana School for the Deaf and IU's Riley Children's Hospital routinely refer children to HLC.
c.	consortium:	Consortium has been established with SPCED and HLC staff coordinating ongoing training for Muncie, Portland, New Castle and Anderson Head Start units

Other accomplishments achieved by HLC project members include 40 loaner video tapes (see Appendix C); development of HLC Resource Packet for Classroom Teachers of Mainstreamed Hearing Impaired Children (see Appendix D for content); HLC Inservice Training Manual (see Appendix E for content); statewide network for topical news releases (see Appendix F); field-tested inservice topics of interest to service providers of young children (see Appendix G); and an established procedure for providing parents of young hearing handicapped children with binaural loaner hearing aids (see Appendix H) during the time of pre- and post-diagnoses. Although it was not the primary focus of the HLC Outreach Project to establish experimental and control groups to further validate the effectiveness of its approaches for use in working with preschool level hearing impaired children (C.A. 0 to 5), informal analysis of children receiving HLC treatment indicated that the majority of children could be effectively mainstreamed in LEA settings. That is, of the 26 children who participated in the BUS-demonstration class and/or the HLC program, all children have been successfully mainstreamed with the exception of two. The two children who were not able to master oral communication skills sufficiently to be maintained in an oral classroom environment could have been scheduled into an LEA setting appropriate to their needs had their parents chosen to do so. However, the decision of these parents was to forego further assistance from HLC and LEA staff and instead enter their hearing impaired child in programs provided by Indiana School for the Deaf (ISD). A listing of these children and their present level of progress has been provided in Appendix I. Similar intervention results have been reported to HLC staff from its two replication sites. For example, Ft. Wayne has reported that 96% of its hearing impaired children (C.A. 0 to 5) are being maintained in regular class settings where oral language is used as the primary mode of communication. South Bend has reported an 87% success rate in mainstreaming its hearing impaired children.

The intervention data reported by HLC staff, Ft. Wayne and South Bend is encouraging. More elaborate follow-up studies need to be planned and conducted before conclusive results can be posited. However, the observation data provided by parents and HLC staff on the rapid progress of non-hearing infants strongly aupports the intervention procedures advocated by HLC staff members. Also, it appears the HLC Model as proposed is useful to other service providers in meeting the educational needs of hearing impaired children (C.A. 0-8).

Quite possibly the major impact of the HLC approach will be its continued support to the Department of EL ED, SPAA and SPCED in providing students preservice training opportunities and in offering parents of hearing impaired children a programming alternative. These possibilities, if "born out", certainly justify the HLC's establishment and maintenance cost during its formative developmental stages (see Appendix J for HLC current enrollment roster).

PUBLIC SCHOOL CLASSES FOR THE HEARING IMPAIRED IN INDIANA
1976-77 School Year

ALLEN COUNTY

Fort Wayne Community Schools
Robert Marshall, D.S.E.
1671 Spy Run Avenue
Fort Wayne, IN 46805
(219) 743-7893
No. of Teachers: 10
No. of Children: 90
Levels: Preschool to H.S.

BARTHOLOMEW COUNTY

Bartholomew Special Education Cooperative
Beulah Canfield, D.S.E.
1209 Sycamore Street
Columbus, IN 47201
(812) 376-4460 or 4458
No. of Teachers: 2
No. of Children: 34
Levels: Itinerate Prim. - H.S.

CASS COUNTY

Logansport Area Special Education Cooperative
Dr. W. John Shrader, D.S.E.
2829 George Street
Logansport, IN 46947
(219) 753-3515
No. of Teachers: 5
No. of Children: 32
Levels: Infant to Intermediate

DELAWARE COUNTY

Muncie Community Schools
J. Ronald Schepp, D.S.E.
600 North Mulberry Street
Muncie, IN 47305
(317) 747-5448
No. of Teachers: 4
No. of Children: 27
Levels: Primary, Intermediate, H.S.

DUBOIS COUNTY

Dubois-Spencer-Perry Special Education Cooperative
Joan L. Melsheimer, D.S.E.
Box 191
Jasper, IN 47546
(812) 482-6661
No. of Teachers: 1
No. of Children: 6
Levels: Primary

ELKHART COUNTY

Elkhart County Special Education Cooperative
Shannon White, D.S.E.
1000 West Hively Avenue
Elkhart, IN 46514
(219) 295-6276
No. of Teachers: 3
No. of Children: 13
Levels: Primary, Intermediate

FAYETTE COUNTY

East Central Special Educatáon Cooperative
Robert Baltzell, D.S.E.
1526 Virginia Avenue
Connersville, IN 47331
(317) 825-8723
No. of Teachers: 2
No. of Children: 11
Levels: Preschool to Primary

FLOYD COUNTY

Floyd-Harrison Special Education Cooperative
Lowell Smith, D.S.E.
Box 140, 802 East Market Street
New Albany, IN 47150
(812) 945 6681
No. of Teachers: 1
No. of Children: 10
Levels: Intermediate

GIBSON COUNTY

Gibson-Pike-Warrick Special Education Cooperative
John G. Helfen, D.S.E.
South Franklin Street
Oakland City, IN 47660
(812) 749-3925
No. of Teachers: 1
No. of Children: 5
Levels: Primary

GRANT COUNTY

Marion Community Schools
Christopher Wagner, D.S.E.
121 East River Blvd.
Marion, IN 46952
(317) 662-2546
No. of Teachers: 1
No. of Children: 14
Levels: Primary to Intermediate

HAMILTON COUNTY

Hamilton-Boone-Madison-Tipton Special Education Cooperative
Ronald K. Lewis, D.S.E.
420 East Main Street
Carmel, IN 46032
(317) 846-2523
No. of Teachers: 1
No. of Children: 7
Levels: Primary

HANCOCK COUNTY

Hancock-So. Madison Joint Services
Ronald J. Myers, D.S.E.
1 East South Street
Greenfield, IN 46140
(317) 462-9219
No. of Teachers: 1
No. of Children: 5
Levels: Primary

LAKE COUNTY

School City of Gary
Dr. Frank E. Wade, D.S.E.
620 East 10th. Place
Gary, IN 46402
(219) 886-3111
No. of Teachers: 7
No. of Children: 49
Levels: Primary - H.S.

Hammond Public Schools
Rowena Piety, D.S.E.
5935 Hohman Avenue
Hammond, IN 46320
(219) 932-5700
No. of Teachers: 3
No. of Children: 23
Levels: Primary - H.S

Northwest Indiana Special Education Cooperative
Dr. Thomas J. Kelly, D.S.E.
2150 West 97th Avenue
Crown Point, IN 46307
(219) 769-4000
No. of Teachers: 3
No. of Children: 17
Levels: Primary to Jr. H.

LAWRENCE COUNTY

Orange-Jackson-Lawrence Joint Services
Raymond McIver, D.S.E.
620 H Street
Bedford, IN 47421
(812) 279-6409
No. of Teachers: 1
No. of Children: 2
Levels: Intermediate

MADISON COUNTY

Anderson Community Schools
William A. Hafner, D.S.E.
3228 Nichol Avenue
Anderson, IN 46011
(317) 644-4926
No. of Teachers: 1
No. of Children: 7
Levels: Primary

MARION COUNTY

Indianapolis Public Schools
Ben Morgan, D.S.E.
120 East Walnut Street
Indianapolis, IN 46304
(317) 266-4721
No. of Teachers: 8
No. of Children: 54
Levels: Pre-school to H.S.

West Central Joint Services
Dr. Rolla Pruett, D.S.E.
8650 West Washington Street
Indianapolis, IN 46224
(317) 244-7658
No. of Teachers: 1
No. of Children: 11
Levels: Resource Room

NOBLE COUNTY

Northeast Indiana Special Education Cooperative
William J. McKinney, D.S.E.
401 Jefferson Street
Rome City, IN 46784
(219) 854-2414
No. of Teachers: 2
No. of Children: 14
Levels: Pre-school to Intermediate

PORTER COUNTY

Porter County Special Education Cooperative
Michael Haley, D.S.E.
507 Campbell Street
Valparaiso, IN 46383
(219) 462-8537
No. of Teachers: 3
No. of Children: 23
Levels: Primary Intermediate

ST. JOSEPH COUNTY

South Bend Community Schools
Elizabeth Lynch, D.S.E.
635 South Main Street
South Bend, IN 46623
(219) 234-8141
No. of Teachers: 6
No. of Children: 46
Levels: Preschool to Intermediates

TIPPECANOE COUNTY

Lafayette School Corporation
Paul Lane, D.S.E.
Ninth and Brown Streets
Lafayette, IN 47904
(317) 742-4830 or 5565
No. of Teachers: 1
No. of Children: 4
Levels: Primary

VANDERBURGH COUNTY

Evansville-Vanderburgh School Corp.
Lewis Browning, D.S.E.
1 Southeast Ninth Street
Evansville, IN 47708
(812) 426-5066
No. of Teachers: 4
No. of Children: 28
Levels: Primary, Intermediate, Jr. H.

VIGO COUNTY

Vigo County School Corporation
Paul Meyer, D.S.E.
1201 South 13th. Street
Terre Haute, IN 47807
(812) 232-8188
No. of Teachers 2
Classes: 1-12

ANTICIPATED ACCOMPLISHMENTS OF HLC STAFF FOR FIRST OPERATIONAL YEAR
First Quarter

(July 1, 1978 - September 30, 1978)

"Do You Need Inservice Training?" sent to Educators and Administrators.

Follow-up telephone calls to Administrators.

Meet with Directors of Special Education to schedule and plan site-based workshops.

Complete Agenda for Workshops.

Send letters to physicians in adjacent counties.

Continue "Can Your Baby Hear?" in Newborn Packets at Ball Hospital.

Expand "Can Your Baby Hear?" to surrounding Hospitals.

Continue screening at Well Child Clinic.

Train Nurses and Audiology Students to screen at Well Child Clinic in adjacent counties.

Plan presentation for ICASE.

Distribute basic program materials and media products and request referrals.

Plan presentation to local AEYC.

Send article to Bulletin of IAEYC.

Offer presentation to IAEYC state meeting.

Give presentations to Medical and Nursing students.

Give presentations, video tapes, and HLC observations to BSU students in allied disciplines.

Make appearances on "Talk" shows and "Spot" announcements.

Give presentations to social and service organizations.

Arrange for "Can Your Baby Hear?" distribution to Pre-Natal Classes.

Take newspaper summary to local legislators and invite to visit.

Plan and present Workshops on Audiological Management.

Send Impact Questionnaires.

Second Quarter

(October 1, 1978 - December 31, 1978)

Assemble materials for Workshops.

Workshop evaluation Activities.

Workshop registration, equipment and media activities.

Conduct site-based Workshops.

Record Workshop sessions on cassette tape.

Follow-up Consultations with Administrators to select key personnel.

Send letters to physicians in adjacent counties.

Continue "Can Your Baby Hear?" in Newborn Packets at Ball Hospital.

Expand "Can Your Baby Hear?" to surrounding Hospitals.

Continue screening at Well Child Clinic.

Continue to train nurses and audiology students to screen at Well Child Clinic.

Give presentation at ICASE

Distribute basic program materials and media products and request referrals.

Give presentation to local AEYC.

Give presentation and field trip to Child Care Classes of IVTC.

Give presentations to Medical and Nursing Students.

Give presentations, video tapes, and HLC observations to BSU students in allied disciplines.

Make appearances on "Talk" shows and "Spot" announcements.

Plan and implement "Letters to the Editor" from parents.

Give presentations to social and service organizations.

Plan and implement legislators' visit to HLC.

Plan and present Workshop on Audiological Management.

Send Impact Questionnaires.

Third Quarter

(January 1, 1979 - March 31, 1979)

Continue Workshop evaluation activities.

Workshop registration, equipment and media activities.

Conduct Site-Based Workshops.

Record Workshop sessions on cassette tape.

Follow-up consultations with Administrators to select key personnel.

Send Center-Based Workshop flyers and Register Participants.

Plan and execute media for Center-Based Workshop.

Send letters to physicians in adjacent counties.

Continue "Can Your Baby Hear?" in Newborn Packets at Ball Hospital.

Continue screening at Well Child Clinic.

Plan and give presentation to ICEC.

Plan presentation for ISHA.

Distribute basic program materials and media products and request referrals.

Give presentation and field trip to Child Care Classes, IVTC.

Give presentations to Medical and Nursing Students.

Give presentations, video tapes and HLC observations to BSU students in allied disciplines.

Give presentations to social and service organizations.

Arrange for presentation to IAHIC.

Plan and present Workshop on Audiological Management.

Send Impact Questionnaires.

Fourth Quarter

(April 1, 1979 - June 30, 1979)

Complete Workshop evaluations.

Workshop registration, equipment and media activities.

Conduct Site-Based Workshops.

Record Workshop sessions on cassette tape.

Follow-up consultations with Administrators to select key personnel.

Send Center-Based Workshop flyers and Register Participants.

Assemble media for Center-Based Workshop.

Conduct Center-Based Summer Inservice Workshop.

Record Workshop sessions on tape.

Complete Workshop Evaluation.

Evaluate replication sites.

Complete mailing of letters to physicians in adjacent counties.

Continue "Can Your Baby Hear?" in Newborn Packets at Ball Hospital.

Continue screening at Well Child Clinic.

Give presentation to ISHA.

Distribute basic program materials and media products and request referrals.

Give presentation and field trip to Child Care Classes, IVTC.

Give presentations to Medical and Nursing students.

Give presentation, video tape, and HLC observations to BSU students in allied disciplines.

Give presentation to IAHIC.

Plan and present workshops on Audiological Management.

Send Impact Questionnaires.

ANTICIPATED ACCOMPLISHMENTS OF HLC STAFF FOR SECOND OPERATIONAL YEAR
First Quarter

(July 1, 1979 to September 30, 1979)

Telephone Administrators of Special Education in public school corporations where workshops were held last year to schedule Refresher Workshops or Mini Workshops on specific subject areas.

If the 10-workshop goal is not achieved from calls to original workshop sites, send workshop flyer and letter to Administrators of Special Education in other school corporations, explaining the Inservice Workshop activities. Follow the letter by a telephone call to secure additional workshop sites.

Send Workshop Proposal to Day Care/Nursery Directors with follow-up telephone calls to schedule workshops.

Send Workshop Proposal to Directors of Head Start with follow-up telephone calls to schedule workshops.

Send Workshop Proposal to Instructors of Child Care program in IV-TECH programs with follow-up telephone calls to schedule workshop.

Send Workshop Proposal to the President of the Indiana Association of Educators of Young Children explaining workshop activities.

Complete joint planning of agendas for workshops with public school and private agency personnel.

Continue to assist South Bend in the replication planning. Schedule an October visit to Ms. Kasprzak during ISTA recess if possible.

Schedule initial planning session for 16 mm film, "Program Planning for the Young Language Delayed Child," with the Division of Educational Resources at the University.

Begin planning of Student Volunteer Services Program with the Student Coordinator and Deaf Education Majors.

Begin compilation of, "Language Activity Lessons for Preschool Hearing Impaired Children," from Lesson Plan cards.

Schedule meeting with Physical Education Faculty members to complete workshop session on, "Motor Activities Paired with Speech."

Complete planning of workshop session, "Parent Role Playing."

Begin Staff planning of Newsletter.

Alert Parent Volunteer to begin implementation of the "Parent/Cassette/Brochure" program, proposed 5-5-79 to the Indiana Association for Hearing Impaired Children (IAHIC). Parent Volunteer to begin scheduling parent appearances throughout the state.

Continue monthly screening for hearing loss at Well Child Clinic and/or Head Start classes. Continue training Audiology students and Nursing students in infant screening.

Write article about workshops on the Language Delayed Preschool Child for state bulletin of the Indiana Association of Educators of Young Children (IAEYC).

Send letters to professors in allied disciplines at the University offering an Observer/Orientation activities for their students.

Continue distribution of "Can Your Baby Hear?" to hospitals.

Workshop presentation and exhibit for meeting of Indiana Conference of Administrators of Special Education (ICASE) at the University.

Talk to State Legislators and invite them to visit program.

Second Quarter

(October 1, 1979 to December 31, 1979)

Complete scheduling of Inservice Workshops for the year.

Complete cooperative planning of agenda with workshop hosts for Second Quarter.

Send publicity releases and "Spot Announcements" to newspapers and television stations in workshop areas.

Secure public school consultants for the workshops.

Plan workshop presentations and workshop media.

List equipment necessary for each presentation at workshop.

Compile list of printed passouts for workshop.

Complete Workshop Evaluation Plan.

Complete Workshop registration arrangements.

Conduct Workshops scheduled for the Second Quarter.

Complete Evaluation Summary for Workshops scheduled in Second Quarter.

Hold follow-up consultations with administrators to select scholarship recipients for one-week Summer Workshop at the University. This scholarship recipient will serve as a Target Advocate in his home community.

Offer field trips to Home Learning Center and Preschool Class to Child Care classes at IV-TECH.

Continue joint planning of workshop agenda with workshop hosts for Third Quarter.

Continue to assist South Bend in replication planning activities. Review rough draft of Ms. Kasprzak's grant proposal.

Begin production with the Division of Educational Resources of 16 mm film titled "Program Planning for the Young Language Delayed Child."

Continue Student Volunteer Services program with Deaf Education Majors. Expand program to include students from other areas who are interested.

Continue compilation of, "Language Activity Lessons for Preschool Hearing Impaired Children."

Assemble final copy of Newsletter to be reproduced for distribution.

Continue "Parents/Cassette/Brochure" program with parent volunteers from IAHIC throughout the state. Parent volunteer will also endeavor to get "Can Your Baby Hear?" included in Newborn Packets at the hospital in his local area.

Continue monthly screening at Well Child Clinic and Head Start classes.

At the beginning of Second Quarter in December, send letters to professors in allied disciplines offering Observer/Orientation activities for their students.

Continue distribution of "Can Your Baby Hear?" to hospitals in Muncie and Marion, Indiana. Expand to additional hospitals as secured.

Plan presentations to Medical Students and Nursing Students at the Muncie Center for Medical Education.

Begin planning for state meeting of IAHIC to be held at the University in May. Plan cooperatively with parents of the Tri-County Association for Hearing Impaired Children, Inc.

Offer presentations on program to television "Talk Shows" and Social and Service Clubs.

Third Quarter

(January 1, 1980 to March 31, 1980)

Conduct Inservice Workshops scheduled for Third Quarter.

Continue Workshop registration activity.

Continue Workshop evaluation activities.

Continue to assemble workshop materials, equipment and media.

Continue follow-up consultations with administrators to select scholarship recipients for one-week Summer Workshop.

Mail application blanks to scholarship recipients selected thus far.

Mail Summer Workshop announcements to educators on the Special Education mailing list for Indiana and register participants by mail.

Plan and execute media for Summer Workshop.

Give presentation to Medical and Nursing Students at Muncie Center for Medical Education.

Send letters to professors from allied disciplines offering Observer/Orientation activities for their students.

Continue work on 16 mm film, "Program Planning for the Young Language Delayed Child," with the Division of Educational Resources at the University.

Continue editing and production of video tapes.

Continue compilation of Language Activity Lessons.

Complete Newsletter, reproduce and mail.

Continue Student Volunteer Services program with student volunteers.

Continue "Parent/Cassette/Brochure" programs throughout the state.

Continue monthly screening for hearing loss at Well Child Clinic and Head Start Classes.

Plan Legislators visit for Fourth Quarter.

Secure consultants for Summer Workshop.

Give speeches to Social and Service Clubs and on television Talk Shows.

Fourth Quarter

(April 1, 1980 to June 30, 1980)

Continue to conduct Inservice Workshops scheduled for Fourth Quarter.

Continue workshop registration and evaluation activities.

Assemble workshop material, equipment and media before each workshop.

Continue cooperative planning of agenda for workshops with workshop hosts.

Hold final follow-up consultations with administrators to select scholarship recipients.

Notify scholarship recipients.

Continue assistance to South Bend in replication planning. Plan June visit to South Bend to confer with Ms. Kasprzak.

Complete production of 16 mm film "Program Planning for the Young Language Delayed Child," with the Division of Educational Resources.

Continue Student Volunteer Services program with Student Volunteer Coordinator.

Continue compilation of "Language Activity Lessons for the Preschool Hearing Impaired Child."

Mail Newsletter.

Continue "Parent/Cassette/Brochure" program. Expand distribution of "Can Your Baby Hear?" into Newborn Packets in adjoining counties.

Continue monthly screening at Well Child Clinic and Head Start classes.

Send letters to professors in allied disciplines offering Observer/Orientation activities for their students.

State Legislators visit.

Continue sending publicity releases and "Spot Announcements" to the Newspaper and television and radio stations.

Finalize plans for Summer Workshop.

Conduct Summer Workshop.

Complete Workshop Evaluation Summary for Summer Workshop.

Invite newspaper or TV reporter to one workshop session for state wide dissemination.

Send Impact Questionnaire.

Evaluate replication sites. Hold follow-up consultations to assess and implement LEA commitment to program model. Offer aid in proposal writing.

Give presentation to state meeting of Indiana Association for Hearing Impaired Children.

Continue to review and refine Curriculum for Inservice Training Workshops in the major areas of program operation for workshops to be held in the third year.

Continue dissemination activities to:

<u>Medical Personnel</u>

Physicians
Nurses
Medical students
Nursing students

Educators

Administrators
Directors of Special Education
Special Teachers
Classroom Teachers
Audiologists
Speech and Hearing Therapists
Preservice University students

University Instructors In:

Early Childhood Education
Special Education
Elementary Education
Speech and Hearing Therapy
Home Economics
Educational Psychology

ANTICIPATED ACCOMPLISHMENTS OF HLC STAFF FOR THIRD OPERATIONAL YEAR
First Quarter

(July 1, 1980 - September 30, 1980)

Activity	Date
Send one-day workshop flyer to all Directors of Special Education in Indiana mailings.	Complete by July 15, 1980
Telephone Directors of Special Education to schedule and plan 10 site-based workshops.	July 15, 1980 to September 15, 1980
Cooperatively plan agenda for Workshops with workshop hosts.	July 15, 1980 to September 30, 1980
-Anderson, Indiana week of August 25	(finalize later in July)
-Hammond, Indiana - September 11	(all day)
-Corydon, Indiana - September 26	(morning)
ALL REMAINING WORKSHOP SCHEDULES WILL BE FINALIZED BY DR. DALE LAWVER DURING SECOND SUMMER SESSION, 1980	
Send letters to physicians in 22 remaining counties to request referrals.	July 1 to August 30, 1980
Send letters to agencies in 22 remaining counties to request referrals.	July 1 to August 30, 1980
Continue to distribute "Can Your Baby Hear?" in Newborn Packets at Marion General Hospital	Throughout Quarter
Continue to distribute "Can Your Baby Hear?" in Newborn Packets at Ball Memorial Hospital	Throughout Quarter
Train audiology students to screen at Well Child Clinics in adjacent counties.	Throughout Quarter
Continue monthly screening at Well Child Clinics	Throughout Quarter
Offer presentation to local AEYC (Association of Education of Young Children)	July 1980
Send article to Indiana Bulletin of IAEYC	By September 30, 1980
Make appearances on "Talk Shows" and "Spot" announcements	Throughout Quarter
Give presentations to social and service organizations	Throughout Quarter

Second Quarter

(October 1, 1980 - December 31, 1980)

Activity	Date
Assemble materials for Workshops	Throughout Quarter
Workshop evaluation activities at end of each workshop.	Throughout Quarter
Workshop registration, equipment and media activities	Throughout Quarter
Conduct site-based Workshops scheduled	Throughout Quarter
Continue "Can Your Baby Hear?" in Newborn Packets at Marion General Hospital	Throughout Quarter
Continue "Can Your Baby Hear?" in Newborn Packets at Ball Memorial Hospital	Throughout Quarter
Continue monthly screening at Well Child Clinic	Throughout Quarter
Continue to train audiology students to screen at Well Child Clinic	Throughout Quarter
Distribute basic program materials and media products at ICASE, Indiana Conference of Administrators of Special Education, held at Ball State University. Request referrals and hosts for Inservice Workshops.	October, 1980
Offer presentations and field trips to Child Care Classes at IVTC, Indiana Vocational and Technical College.	October, 1980
Offer presentations, video tapes, and HLC observations to BSU students in allied disciplines	By October 15, 1980
Co-sponsor with Department of Special Education and State Division of Special Education a two-day conference. Topic: "Hearing Impaired Child in the Mainstream". Dr. June B. Miller will serve as the Conference's Keynote Speaker.	October 30-31, 1980
Continue appearances on "Talk Shows" and "Spot" announcements	Throughout Quarter
Give presentations to social and service organizations	Throughout Quarter

Third Quarter

(January 1, 1981 - March 31, 1981)

Activity	Date
Continue Workshop Evaluation Activities upon completion of workshops	Throughout Quarter
Workshop registration, equipment and media activities as scheduled	Throughout Quarter
Conduct Site-Based Workshops as scheduled	Throughout Quarter
Follow-up Consultations with Administrators to select key personnel as scholarship recipients.	Throughout Quarter
Send Summer Workshop flyers to administrators and teachers in Special Education in Indiana	By February 15, 1981
Plan and execute media for Summer Workshop	Throughout Quarter
Continue "CYBH" in Newborn Packets at Ball Memorial Hospital	Throughout Quarter
Continue "CYBH" in Newborn Packets at Marion General Hospital	Throughout Quarter
Continue "CYBH" in Newborn Packets at Jay County Hospital	Throughout Quarter
Distribute basic program materials and media products and request referrals.	Throughout Quarter
Continue monthly screenings at Well Child Clinic	Throughout Quarter
Offer presentations, video tapes and HLC observation to BSU students in allied disciplines	By February 28, 1981
Continue presentations to social and service organizations	Throughout Quarter

Fourth Quarter

(April 1, 1981 - June 30, 1981)

Continue "CYBH" in Newborn Packets at Ball Memorial Hospital	Throughout Quarter
Continue "CYBH" in Newborn Packets at Marion General Hospital	Throughout Quarter
Continue "CYBH" in Newborn Packets at Jay County Hospital.	Throughout Quarter

Activity	Date
Continue screening at Well Child Clinic	Throughout Quarter
Distribute basic program materials and media products and request referrals.	Throughout Quarter
Give presentations, video tapes and HLC observations to BSU students in allied disciplines.	Throughout Quarter
Complete Workshop Evaluations at end of workshop.	Throughout Quarter
Continue Workshop registration, equipment and media activities.	Throughout Quarter
Follow-up consultations with Administrators to select key personnel as scholarship recipients.	~~At end of workshop~~ throughout quarter
Send Summer Workshop flyers to Administrators and Teachers in Special Education	By April 15, 1981
Assemble media for Summer workshop	By June, 1981
Record Workshop sessions on tape.	June 1981
Send Impact Questionnaires	By June 1, 1981
Complete Workshop Evaluations for entire year	By June 15, 1981
Dr. Dale Lawver in consultation with Mrs. Emily Wallace and Dr. Joan Osgood will write Progress Report for all three years (1978-81) of Outreach.	By June 30, 1981

Loaner Video Tapes

1. ALL THE COMFORTS OF HOME, Bill Wilkerson, Hearing & Speech Center (cassette) & (reel) - 16 Min.
   - An introductory tape designed for parents and teachers illustrating basic principles involved in a home demonstration program for communicatively handicapped children and their parents.

2. THE DEAF CAN HEAR, Alexander Graham Bell Assoc. (cassette) & (reel) - 15 Min.
   - A documentary illustrating the vital components in the development of a child's use of residual hearing. The program stresses the role of the professional specialities and the importance of early detection, early intervention, and parent training in the skills necessary for language development of the very young deaf child.

3. SUCCESS STORY, Alexander Graham Bell Assoc. (cassette) & (reel) - 15 Min.
   - A documentation of deaf children with severe-to-profound hearing losses who have successfully learned to communicate in a hearing world.

4. AURAL/ORAL EDUCATION FOR LANGUAGE GROWTH - 15 Min. STORY TELLING FOR YOUNG HEARING IMPAIRED CHILDREN - 15 Min. Byron Video Services (cassette) & (reel).
   - Methods for Story Telling -- Central Institute for the Deaf.

5. PARENT EDUCATION FOR CHILD GROWTH - 16 Min. LEARNING THE ROLE OF PARENTS OF PROFOUNDLY DEAF CHILD: SARAH - 26 Min. Byron Video Services (cassette) -- Central Institute for the Deaf.
   - Parent Education for parents of Hard of Hearing Children
   - Parent Education for parents of Deaf Children.

6. PARENTS: THE LANGUAGE TEACHERS, Bill Wilkerson Hearing & Speech Center - 30 Min. (D)
   - Designed to influence parental language style, this program shows clear examples of positive and negative reinforcement of a child's verbal behavior. The effect on the child is dramatically evident.

7. CHANGING SOUNDS, Bill Wilkerson Hearing & Speech Center - 10 Min. (D)
   - A program designed to familiarize parents and teachers with the parts of a hearing aid, symptoms and causes of malfunctioning, and procedures to correct breakdowns.

8. MAINSTREAMING IN GRISSOM ELEMENTARY SCHOOL, NOV. 18, 1976. Home Learning Center - 30 Min. (D)
   Foundation Class, K - 1 Level
   Resource Teacher and Mainstreamed third grade students
   Classroom Teacher
   Parent

9. TALKING TO YOUNG CHILDREN, Bill Wilkerson Hearing & Speech Center - 25 Min. (D)
   - Designed to give parents of language impaired children guidelines for developing receptive language.

10. PARENTS' FEELINGS, Bill Wilkerson Hearing & Speech Center - 15 Min. (D)
- Parents of deaf preschool children reveal their feelings as they recall the process of moving from the shock of initial diagnosis to the stage of ultimate acceptance.

11. MAINSTREAMING AT LELT, Home Learning Center - 30 Min. (D)
- Mainstreaming the 1 ½ to 3 year old child in the Language Enrichment Laboratory for Toddlers. Scenes from LELT with Director of LELT commenting on effect of mixing the two groups.

12. PARENTS' PICNIC 8/5/76, Home Learning - 9 Min. (D)
- Good example of an informal Parent Meeting.

13. RULES OF TALKING, Bill Wilkerson Hearing & Speech Center - 30 Min. (D)
- The program highlights the significance of our everyday interactions with children and encourages us to improve our communication skills. Original tape, revised from new tape, "Pay Attention When You Are Talking."

14. SHAWNA MOORE, DAVID PANTOS AND JOHN REASON DECORATING COOKIES, DEC. '75, Home Learning Center - 36 Min. (224-C). Baseline tapes at the Home Learning Center.

15. INITIAL HEARING AID FITTING, 2/4/77, Home Learning Center - 30 Min. (220-C)
Pediatric Audiologist gives advice to Mother on use and care of the hearing aid.

16. PARENTS' PICNIC, 8/5/76, Home Learning Center - 10 Min. (219-C).
- Informal parent meeting.

17. ANDREW & ANGELA MILLER "I HEAR THAT'S , Home Learning Center - 25 Min. (147-C)
News period, Demonstration Class.

18. CHILD DEVELOPMENT (DAN BOLEN): FALL WORKSHOP, OCT 23, 1976, Home Learning Center - 50 Min. (233-C)
- Talk given to parents at Fall Parent Workshop

19. CHRISTMAS PARTY WITH SANTA AT H.L.C., Dec. 1976, Home Learning Center - 17 Min.
Informal meeting. (232-C)

20. OBSERVER ORIENTATION, Home Learning Center - 30 Min. (231-C)
- Description and scenes illustrating basic components of the Home Learning Center program. Shown to University students as basic orientation prior to observation.

21. FATHERS MEETING, Nov. 15, 1976 (part 1), Home Learning Center - 55 Min.
(226-C) Home Learning Center and Its Components - Dan
Hearing Aids, Importance and Use - Becky
A. G. Bell Camp - Tom Pantos (parent)

22. FATHERS' MEETING, NOV. 15, 1976 (part 2), Home Learning Center - 22 Min.
(227-C) (See above)

23. MOTHERS' MEETING, FEB. 24, 1977, Guest Speaker, Dr. Joe Strain, Director of LELT, "CHILD DEVELOPMENT", Home Learning Center - 50 Min. (238-C)

24. PARENTS MEETING, Guest Speaker, Dr. Searight, Otolaryngologist, "The Ears: Function and Malfunction", Mar. 14, 1977, Home Learning Center - 55 Min. (237-C)

25. FATHERS MEETING, Feb. 7, 1977, Home Learning Center - 55 Min. (236-C)
- Talk on Tri-County Association for Hearing Impaired Children by Clyde Green, grandfather of hearing impaired child. Tax Resources & Resources for Parents - Dan Bolen.

26. MOTHERS' MEETINGS, Home Learning Center - 40 Min. (235-C)
10/15/76 - Getting Acquainted, Mothers' Comments on Their Own Children.
11/11/76 - Report on A. G. Bell Camp - June Hight and Susie Pantos (parents)

27. FATHERS' MEETING, APR. 25, 1977, Home Learning Center - 35 Min. (272-C)
History of Education of Deaf and Components of Ball State Program - Emily Wallace - Language Development of Hearing Impaired Children - Dan Bolen

28. Dr. DANUTA BORKOWSKI-GAERTIG, POLAND. 4/6/77 (part 1) Home Learning Center 50 Min.
Visiting Foreign Lecturer of the Alexander Graham Bell Association, Head of Preschool Programs in Poland. (270-C)

29. DR. DANUTA BORKOWSKI-GAERTIG, POLAND, 4/6/77 (Part 2), Home Learning Center - 8 Min. See #28 (271-C)

30. PAY ATTENTION WHEN YOU ARE TALKING (formerly RULES OF TALKING) - 13 Min.
- Highlights the significance of our everyday interactions with children and encourages us to improve our communication skills.

31. "SPEECH" COMPOSITE TAPE, Home Learning Center - 15 Min. (269-C)
- Contains a short segment of each of the basic components of the Preschool Program at Ball State plus a segment of Mainstreaming at Grissom School.

32. PARENTS' PERCEPTIONS, Bill Wilkerson, Hearing & Speech Center - 58 Min. (D)
- The feelings and insights of parents of handicapped children are explored in this program. Both for parents who have just learned that their child is impaired and for those who have lived with that knowledge for some time, this program focuses on issues of real concern to parents and suggests valuable courses of action. A sequel to, "Parents' Feelings".

33. ANGELA & ANDREW - Preschool Demo Class, Home Learning Center - 20 Min.
News Period (320-C)

34. A SOUND APPROACH, Bill Wilkerson, Hearing & Speech - 10 Min.
- A description of factors such as speaking distance and environmental noise on a child's ability to use hearing aids effectively. The program presents a rationale for using two hearing aids with very young hearing impaired children. (Binaural fitting).

35. EARS TO HEAR, Bill Wilkerson, Hearing & Speech Center - 8 Min.
- Describes a systematic but simple approach to monitoring the performance of hearing aids worn by hearing impaired children.

36. DEMONSTRATION CLASS: ANDREW, ANGELA, SCOTT, BRIAN, DONIA, Home Learning Center - 25 Min. (7-D)
News Session

37. DEMONSTRATION CLASS '77 (Part I), News Review - 15 Min.
Four members in group.

38. DEMONSTRATION CLASS '77 (Part 2) A familiar story. Donia. 4/15/77.
Vanentine Story - 12 Min. (628-C)

39. INDIVIDUAL TUTORING - Donia Clevenger. Teaching speech and language through the Experience Story. Review Story. -20 Min. (664-C)

40. SMALL GROUP TUTORING - Donia and David Pantos. Teaching Language Through the Experience Story. How to Introduce a New Story. Segment 2. -22 Min. (680-C)

HLC RESOURCE PACKET FOR CLASSROOM TEACHERS OF MAINSTREAMED HEARING IMPAIRED CHILDREN

Folder of Six Booklets

1. The Audiogram
2. Guide For Classroom Teachers
3. Function of Resource Teacher
4. Why Mainstreaming?
5. Preschool Programs
6. Glossary of Terms

HLC INSERVICE TRAINING MANUAL

1. Specific Content

   a. HLC program components

   b. Language Acquisition

   c. Language Delay

   d. Audiological Management

   e. Parent Involvement and Counseling

   f. Mainstreaming

Adams County - Decatur

Democrat
141 S. Second Street
Decatur, In 46733
Dick Heller, Jr., Editor

Allen County - Fort Wayne

Journal Gazette
600 W. Main Street
Fort Wayne, In 46802
Larry W. Allen, Editor

News-Sentinel
600 W. Main Street
Fort Wayne, In 46802
Ernest E. Williams, Editor

Benton County - Fowler

Benton County Tribune (W)
Melrole L. Trimble, Editor
Fowler, In.

Blackford County - Hartford City

News-Times
123 S. Jefferson
Hartford City, In 47348
John Monfort, Editor

Boone County - Lebanon

Lebanon Reporter
117 E. Washington
Lebanon, In 46052
Owen Hansen, Managing Editor

Carroll County - Delphi

None listed in Delphi

Carroll County Comet (W)
Alfred Mass, Editor
P.O. Box 26
Flora 46929

Cass County - Logansport

Pharos - Tribune
517 East Broadway
Logansport, In 46947
Richard Watts, Editor

Clinton County - Frankfort

Times
209-251 East Clinton
Frankfort, In 46041
Michael Bosc, Managing Editor

DeKalb County - Auburn

Auburn Star
James D. Kroener, Editor (D)
118 West Ninth Street
Auburn, Indiana 46706

Delaware County - Muncie

The Muncie Star
125 S. High St.
Muncie, In 47302
Wiley W. Spurgeon, Editor

Muncie Evening Press
125 S. High St.
Muncie, In 47302
Harold Trulock, Editor

Elkhart County - Goshen

Goshen News (D)
Robert Conrad, Editor
Goshen 46526

Elkhart Truth (D)
John F. Dille, Jr. Editor
423 South Second
Elkhart 46514

Fayette County - Connersville

News-Examiner
406 Central Avenue
Connersville, In 47331
R. Konstanzer, Editor

Franklin County - Brookville

The American (weekly paper)
P.O. Box 38
Brookville, In 47012
Donald G. Sintz, Editor

The Democrat (weekly paper)
P.O. Box 38
Brookville, In 47012
Robert J. Feller, Editor

Fulton County - Rochester

Rochester Sentinel (D)
J.K. Overmyer, Editor
111 E. 8th
Rochester, Indiana 46975

Grant County - Marion

Chronicle - Tribune
610 S. Adams
Marion, In 46952
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Hamilton County - Noblesville

Ledger
957 Logan Street
Noblesville, In 46060
Fred Swift, Editor

Hancock County - Greenfield

Report
212 East Main
Greenfield, In 46140
Mike David, Editor

Henry County - New Castle

Courier - Times
201 S. 14th Street
New Castle, In 47362
Scott B. Chambers, Editor

Howard County - Kokomo

Tribune
300 N. Union
Kokomo, In 46901
J.R. Barkley, Editor

Huntington County - Huntington

Huntington Herald-Press
7 North Jefferson St.
Huntington, In 46750
Mike Perkins, News Editor

Jasper County - Rensselaer

Rensselaer Republican (D)
K.B. Robinson, Editor
P.O. Box 289
Rensselaer, Indiana 47978

Jay County - Portland

Commercial-Review
309 W. Main Street
Portland, In 47371
John C. Ronald, Editor

Kosciusko County - Warsaw

Warsaw Times-Union (D)
Curtis G. Garber, Editor
Times Building
Warsaw, Indiana 46589

Lake County - Crown Point

Lake County Star (W)
Michael E. Alexander
21 N. Court St.
Crown Point 46307

Hammond Times (D)
Wm. Chapman, Editor
417 Fayette St.
Hammond, Indiana 46325

LaGrange County - LaGrange

LaGrange News (W)
D.C. Groat, Editor
LaGrange, In.

LaGrange Standard (W)
W.F. Connelly, Editor
LaGrange, In

LaPorte County - LaPorte

LaPorte Herald - Argus -(D)
Wm. R. Morrish, Editor
701 State Street
LaPorte 46350

Madison County - Anderson

Herald
1133 Jackson St.
Anderson, In 46015
Lee Lortz, Managing Editor

Bulletin
1133 Jackson St.
Anderson, In 46015
Marlin Evans, Managing Editor

Marion County - Indianapolis

The Indianapolis Star
307 North Pennsylvania St.
Indianapolis, In 46206
Frank H. Crane, Editor

Indianapolis News
307 North Pennsylvania St.
Indianapolis, In 46206
Dr. Harvey C. Jacobs, Editor

Marshall County - Plymouth

Plymouth Pilot-News (D)
Eleanor Boys Black, Editor and Publisher
Plymouth, In

Miami County - Peru

Tribune
26 W. Third Street
Peru, In 46970
Jack E. Howey, Managing Editor

Newton County - Kentland

Newton County Enterprise (W)
Elizabeth Skinner, Editor
Kentland, Indiana

Noble County - Albion

Albion New Era (W)
R. C. Prickett, Editor
Albion 46701

Noble County American (W)
B.R. Matteson, Editor
124 N. Orange
Albion 46701

Porter County - Valparaiso

Valparaiso Vidette-Messenger
Herbert E. Steinback, Editor
1111 Glendale Blvd.
46383

Michigan City News Dispatch (D)
Elwin Greening, Editor
121 W. Michigan Blvd.
Michigan City 46369

Pulaski County - Winamac

Pulaski County Journal (W)
O'Ryan Rickard, Editor
114 W. Main
Winamac 46996

Randolph County - Winchester

News-Gazette
224 W. Franklin St.
Winchester, In 47394
Janet Fuller, Editor
Richard E. Wise, Editor

Rush County - Rushville

Republican
219 N. Perkins St.
Rushville, In 46173
Larry Geisting, Editor

Starke County - Knox

Starke County Democrat (W)
J. Rodney Rudd, Editor
Knox, Ind.

Starke County Republican (W)
Delores Madagame, Editor
21 North Main St.
Knox 46534

Steuben County - Angola

Angola Herald (W)
Lucy Emerson, Editor
12 Monument Place
Angola 46703

Steuben Republican (W)
H.E. Willis, Editor
12 Monument Place
Angola 46703

Shelby County - Shelbyville

News
123 E. Washington St.
Shelbyville, In 46176
John D. Scott, Editor

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Lafayette Journal and Courier (D)
Bernie Lyons, Editor
217 N. Sixth St.
Lafayette 47901

Tippecanoe continued

Lafayette Leader (W)
Curtis Hostetter, Editor
508 Columbia St.
Lafayette 47901

Tipton County - Tipton

Tribune
P.O. Box 248
Tipton, In 46072
Handy Byal, Managing Editor

Union County - Liberty

College Corner News (W)
11 E. Union St.
Liberty, In 47353
Robert E. White, Jr., Publisher

Herald (W)
10-12 N. Market St.
Liberty, In 47353
Daniel C. Paddock, Publisher

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Plain Dealer
123 W. Canal St., Wabash, In
Merv Hendricks, Managing Editor

Wayne County - Richmond

Palladium-Item
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Richmond, In 47374
Emmett Smelser, Editor

Wells County - Bluffton

News-Banner
125 N. Johnson St.
Bluffton, In 46714
Eugene McCord, Managing Editor

White County - Monticello

Monticello Herald-Journal
Robert G. Fisher, Editor
114 South Main St.
Monticello 47960

Whitley County - Columbia City

Commercial Mail (D)
The Post and Mail Publishing Co., Inc.
Mrs. John Q. Adams
116 North Chauncey St.
Columbia City 46725

Columbia City Post (D)
116 North Chauncey St.
Columbia City 46725

BASIC PRINTED PASSOUTS FOR

INSERVICE TRAINING WORKSHOPS

Program Components:

Program Summary

Language Acquisition and Language Delay:

The Language Delayed Child
Rules of Talking
Early Language Acquisition of Hearing and Hearing Impaired

Audiological Management:

Diagram of the Ear
Audiograms
Definitions and Explanations for Audiograms
Are You Listening?
Harness Pattern
Things to Look for in Trial Amplification
Recognizing a Hearing Problem
Hearing in Children: Audiological Behavior Index for Infants

Parent Involvement:

Parent Meeting Topics
Notebook Topics
Headings for Parents' Diary
Parent Contract
Post Card Meeting Notice
Parent's Letter
Parent Advisor's Notebook

Mainstreaming:

Resource Packet for Classroom Teachers on Mainstreaming
Role of the Parent of a Mainstreamed Child
Foundation Room for Primary Hearing Impaired Children
Self-Contained Room for Elementary Hearing Impaired
LELT
Mainstreaming Hearing Impaired Students at the Junior and Senior High Level

Miscellaneous:

Brochure
Newspaper Summary
"Can Your Baby Hear?"
Bibliography

The News Is Out!

Announcing Special One-Day Workshops for Public School Personel

"Serving the Language Handicapped Preschool Child"

Co-sponsored by
The Division of Special Education
Indiana Department of Public Instruction

and
Home Learning Center
Ball State University

DATES & PLACES
Date: Saturday, October 21, 1978
Host: South Bend Community Schools
Coordinators: Elizabeth Lynch and Charles Moore
Workshop Location: Logan Center, 1235 North Eddy, South Bend.

Designed For:
- Regular and Special Teachers
- Administrators and Directors of Special Education
- Speech and Hearing Clinicians
- School Nurses
- Psychometrists
- Audiologists

Major Topics

- **Program Planning for the Young Child, Ages Birth Through Five**
- **Parent Education and Involvement**
- **Language Acquisition and Language Delay**
- **Audiological Testing, Hearing Aid Fitting and Maintenance**
- **Making Mainstreaming Work, Kindergarten Through High School**

Comments from participants in a similar workshop presented in Fort Wayne:

"The workshop was excellent! The material was relevant, practical, and valuable for the entire audience. It was one of the very best workshops I have attended in 10 years of teaching." — Speech Clinician

"Excellent workshop overall...should be required attendance." — Principal

"This has been the very best review and update of the hearing impaired and language impaired that I have ever attended." — Private Speech Therapist

WORKSHOP CARRIES ONE HOUR OF CONTINUING EDUCATION CREDIT

NO WORKSHOP FEE unless taken for credit. One hour of credit will be offered at a cost of $23.50 (plus $10 matriculation fee if participant has never attended BSU). Funding for these workshops provided as part of an Outreach Grant to the Home Learning Center by the Bureau of Education for the Handicapped, U.S. Office of Education.

For Further Information:

Clip and Send to:

Home Learning Center
Ball State University
Muncie, Indiana 47306

Or Call:

(317) 285-4940

I plan to attend the Inservice Workshop.
(Check one) 1 Hour Credit Option_____
No Credit Option_____

Name_____
Title_____
Address_____
_____
Phone_____

HLC Loaner Aid Procedures

Child's Name _____ Date _____

Parents _____

Your participation in the Home Learning Center program indicates to us that you sincerely want your child to reach his or her full potential in life in spite of a significant hearing loss.

To achieve this goal, our experience has shown that it takes a great deal of time and effort from you, the parents, and from us, the HLC staff.

To help you understand our program and your involvement in it, we have outlined the activities in our program that are <u>crucial</u> factors in helping your child to reach his potential socially, emotionally and academically.

The following services are available to you and will continue to be available to you as long as your part of the agreement is met.

I. Loaner Hearing Aids

____ A. Will be provided to your child temporarily until permanent aids are recommended.

____ B. A $5.00 deposit is required per aid which will be returned to you if the aids are returned in working order.

____ C. You are responsible for the replacement of batteries, cords, and receivers.

____ D. Earmolds are available to you at cost plus $1.00 to cover the cost of materials.

____ E. If earmolds need to be made at the HLC, you must make the appointment in advance.

____ F. Each child enrolled will receive at least 3 hearing evaluations per year. Additional appointments will be made during the initial diagnosis and permanent hearing aid selections. You are responsible for keeping the appointment or calling <u>ahead</u> of time to reschedule.

II. Attendance

____ A. Weekly sessions

____ 1. Each family will be scheduled for one, one-hour session per week. Both parents are encouraged to come, but <u>one</u> must be present. During the weekly session, we will demonstrate techniques designed to facilitate listening and language skills which you can adapt to your home.

____ 2. The family must call in advance to reschedule if the session must be cancelled.

____ 3. Three missed appointments will indicate to us that we are not meeting your needs and no more sessions will be scheduled until we have a conference.

____ B. Parent meetings will be held weekly or biweekly. One parent must be in attendance. 50% attendance required.

____ C. The Language Enrichment Laboratory for Toddlers (LELT) is a preschool class integrating normal hearing and hearing impaired children at Shideler Apartments. Two classes are held twice weekly, and at least one parent must be in attendance.

____ D. Evaluation forms must be completed for each parent session and parent meeting.

III. Assignments

____ A. The parents will be given at least one assignment per week to do at home. These assignments must be completed and reported to the parent advisor.

____ B. Parents must keep a notebook and a diary as specified by the parent advisor.

We, the parents of _____, do agree to participate in the above activities which are checked. We understand that if these guidelines are not met, it will indicate to the HLC staff that we are no longer interested in participating in the program and the hearing aids will be returned to the Home Learning Center.

_____, Parent

_____, Parent

_____, Parent Advisor

Progress of BSU Demonstration Class and HLC Graduates

Jama	Kindergarten	Full-time
Chris	Kindergarten	Full-time
Billy	Kindergarten	Full-time
Timmy	Kindergarten	Full-time
Rejina	Kindergarten	Part-time
John	Kindergarten	Full-time
Chris	Kindergarten	Part-time
Bryan	First Grade	Full-time
Donia	First Grade	Full-time
Andrew	Second Grade	Full-time
Angela M.	Second Grade	Full-time
Scott	Second Grade	Full-time
Angela D.	Second Grade	Full-time
Matthew	Third Grade	Full-time
Iliff	Third Grade	Full-time
Troy	Third Grade	Full-time
Angela G.	Fifth Grade	Full-time
Mindy	Sixth Grade	Full-time
Perry	Middle School	Full-time
Kevin	Middle School	Full-time
Mark	Middle School	Part-time
Jeff	High School	Full-time
Larry	High School	Full-time
Steve	High School	Full-time

Children Presently Being Served at HLC Facility
1981-82

April	(severe to profound bilateral)	10/18/78
Lacee	(profound)	3/14/79
Holli	(profound)	12/14/78
Helen	(severe to profound bilateral)	3/20/79
Amber	(severe to profound bilateral) (served in HLC program and BSU-Demonstration Class)	5/31/77